
















FORMAL ROADMAP – SCIENCE



 IDENTIFY
  FIND OUT AND DESCRIBE
  EXPLORE AND COMPARE
  OBSERVE, NOTICE AND INVESTIGATE

 Labelling, recognising
 Ask questions
 Properties and grouping eg. features
 Patterns eg weather, day and night, seasons

 Evidence, gather information, functions
 Explanations/reasons for something happening
 Own ideas how to apply, understanding similarities and differences, grouping items
 Fair test, accurate interpretation of results

 Justify answers
 Sequences information, more detailed processes, changes
 Accuracy, results interpretation
 Begin to apply knowledge, debates and thinking skills

 Understanding key concepts, structures of objects or people
 Begin to develop the following skills: Experimental, scientific, analysis/evaluation, measurements
 Process of life, why certain things occur, more complex similarities and differences such as DNA variations

 Impact of concepts, rearrange equations, make changes
 Secure in experimental skills, scientific attitudes, analysis evaluation, measurement
 More complex key concepts with cause/ effect

STAGE 1

STAGE 2

STAGE 3

STAGE 4





STAGE 5


STAGE 6





STAGE 7




STAGE 8

STAGE 9

 The use of different items
 Answer questions
 Noticing, measuring data, recording data, tables, tally charts, Trial\error classifying
 Exploring and comparing living things and objects, introduction of secondary sources

 Characterise, apply own knowledge for reasons
 Knowledge to groupings
 Skills learnt and application, own knowledge, begin to be able to apply predictions
 Measure and identify, secondary sources, practicals

 Process why things happen casual relationships
 Evidence as to why, evaluate, recall, predict
 Variables, methods of results being displayed, practicing what we know
 Debate topics with application of own knowledge

 Understanding more complex processes
 Build confidence, experimental skills, scientific attitudes
 What is already known to them, explain why something happens, what could be changed, make use of models to demonstrate understanding

 Independent learning and creative thinking
  Quality of Life
  Knowledge of the wider world
  Identity

EXIT PATHWAY

Following this Pathway students are encouraged to develop their thinking skills by questioning the world around them and building on their own experiences to take part in group discussions and in questioning why things happen. Pupils on this pathway are encouraged to work and think scientifically, by doing this it would encourage their ability to predict what will happen and encouraged to say why they think this would happen. Pupils on this pathway will develop problem solving skills and applying their knowledge to resolve the problem and to apply their knowledge to support their answers to questions posed. Pupils on this pathway will work on Open Awards Level One/Two qualifications.